

## Pageland Elementary

715 West McGregor Street  
Pageland, South Carolina 29728

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	385 Students	
<b>Principal</b>	Jim Heffner	843-672-2400
<b>Superintendent</b>	John E. Williams, Jr., Ph.D.	843-623-2175
<b>Board Chair</b>	Jerry D. Holley	843-335-8420

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	51	46	6

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	N/A	N/A	N/A
<b>2004</b>	Below Average	Below Average	No
<b>2005</b>	Below Average	Below Average	No
<b>2006</b>	Unsatisfactory	Unsatisfactory	No

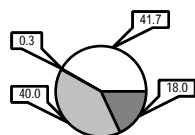
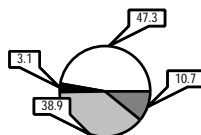
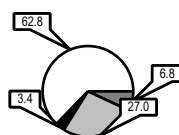
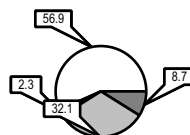
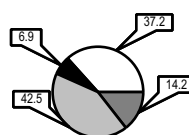
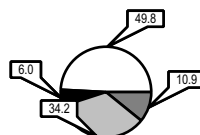
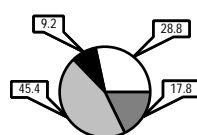
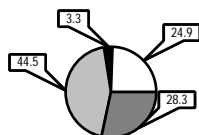
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	385	100.0	41.5	39.8	17.8	0.8	28.4	No	Yes
<b>Gender</b>									
Male	202	100.0	47.9	35.6	15.4	1.1	25.0	N/A	N/A
Female	183	100.0	34.5	44.4	20.5	0.6	32.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	152	100.0	27.0	41.8	29.8	1.4	42.6	Yes	Yes
African American	211	100.0	51.0	38.3	10.2	0.5	18.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	21	100.0	52.4	42.9	4.8	0.0	23.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	326	100.0	34.8	44.0	20.9	0.3	31.8	N/A	N/A
Disabled	59	100.0	77.2	17.5	1.8	3.5	10.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	385	100.0	41.5	39.8	17.8	0.8	28.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	18	100.0	55.6	38.9	5.6	0.0	22.2	I/S	I/S
Non-Limited English Proficient	367	100.0	40.8	39.9	18.5	0.9	28.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	314	100.0	46.9	37.9	14.5	0.7	24.5	No	Yes
Full-pay meals	71	100.0	18.8	47.8	31.9	1.4	44.9	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	385	100.0	46.8	38.4	10.9	3.9	25.1	No	Yes
<b>Gender</b>									
Male	202	100.0	47.9	34.6	12.8	4.8	26.1	N/A	N/A
Female	183	100.0	45.6	42.7	8.8	2.9	24.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	152	100.0	32.6	39.7	19.9	7.8	41.1	Yes	Yes
African American	211	100.0	56.1	37.8	4.6	1.5	14.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	21	100.0	57.1	38.1	4.8	0.0	9.5	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	326	100.0	41.1	42.7	12.6	3.6	28.5	N/A	N/A
Disabled	59	100.0	77.2	15.8	1.8	5.3	7.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	385	100.0	46.8	38.4	10.9	3.9	25.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	18	100.0	55.6	38.9	5.6	0.0	11.1	I/S	I/S
Non-Limited English Proficient	367	100.0	46.3	38.4	11.1	4.1	25.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	314	100.0	52.4	37.2	7.6	2.8	19.7	No	Yes
Full-pay meals	71	100.0	23.2	43.5	24.6	8.7	47.8	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	385	100.0	62.1	26.7	6.7	4.5	11.1
<b>Gender</b>							
Male	202	100.0	61.7	25.0	6.4	6.9	13.3
Female	183	100.0	62.6	28.7	7.0	1.8	8.8
<b>Racial/Ethnic Group</b>							
White	152	100.0	41.1	38.3	12.8	7.8	20.6
African American	211	100.0	77.0	17.9	2.6	2.6	5.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	21	100.0	66.7	33.3	0.0	0.0	0.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	326	100.0	58.9	29.1	7.9	4.0	11.9
Disabled	59	100.0	78.9	14.0	0.0	7.0	7.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	385	100.0	62.1	26.7	6.7	4.5	11.1
<b>English Proficiency</b>							
Limited English Proficient	18	100.0	72.2	27.8	0.0	0.0	0.0
Non-Limited English Proficient	367	100.0	61.6	26.7	7.0	4.7	11.7
<b>Socio-Economic Status</b>							
Subsidized meals	314	100.0	69.3	22.4	5.2	3.1	8.3
Full-pay meals	71	100.0	31.9	44.9	13.0	10.1	23.2

<b>Social Studies</b>							
All Students	385	100.0	56.3	31.8	8.6	3.3	12.0
<b>Gender</b>							
Male	202	100.0	55.9	30.3	9.6	4.3	13.8
Female	183	100.0	56.7	33.3	7.6	2.3	9.9
<b>Racial/Ethnic Group</b>							
White	152	100.0	39.0	44.0	12.8	4.3	17.0
African American	211	100.0	68.9	22.4	5.6	3.1	8.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	21	100.0	57.1	33.3	9.5	0.0	9.5
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	326	100.0	53.0	34.4	9.9	2.6	12.6
Disabled	59	100.0	73.7	17.5	1.8	7.0	8.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	385	100.0	56.3	31.8	8.6	3.3	12.0
<b>English Proficiency</b>							
Limited English Proficient	18	100.0	55.6	33.3	11.1	0.0	11.1
Non-Limited English Proficient	367	100.0	56.3	31.7	8.5	3.5	12.0
<b>Socio-Economic Status</b>							
Subsidized meals	314	100.0	61.7	27.9	7.2	3.1	10.3
Full-pay meals	71	100.0	33.3	47.8	14.5	4.3	18.8

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	148	98.7	29.7	44.2	25.4	0.7	26.1
	4	119	99.2	34.8	50.0	15.2	0.0	15.2
	5	159	100.0	43.5	44.9	10.9	0.7	11.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	127	100.0	35.9	40.2	23.9	0.0	23.9
	4	135	100.0	40.2	41.7	18.1	0.0	18.1
	5	123	100.0	48.7	37.4	11.3	2.6	13.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	148	99.3	41.0	49.6	7.9	1.4	9.4
	4	119	99.2	34.8	46.4	14.3	4.5	18.8
	5	159	100.0	40.8	47.6	7.5	4.1	11.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	127	100.0	47.9	39.3	8.5	4.3	12.8
	4	135	100.0	40.2	42.5	14.2	3.1	17.3
	5	123	100.0	53.0	33.0	9.6	4.3	13.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	148	99.3	60.4	33.8	5.8	0.0	5.8
	4	119	99.2	56.3	32.1	8.9	2.7	11.6
	5	159	100.0	75.5	15.6	4.8	4.1	8.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	127	100.0	62.4	28.2	7.7	1.7	9.4
	4	135	100.0	58.3	29.1	7.9	4.7	12.6
	5	123	100.0	66.1	22.6	4.3	7.0	11.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	148	99.3	41.7	48.9	8.6	0.7	9.4
	4	119	99.2	45.5	46.4	8.0	0.0	8.0
	5	159	100.0	65.3	27.9	4.8	2.0	6.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	127	100.0	54.7	32.5	10.3	2.6	12.8
	4	135	100.0	55.9	34.6	8.7	0.8	9.4
	5	123	100.0	58.3	27.8	7.0	7.0	13.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 385)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	2.4%	Down from 5.1%	3.6%	2.8%
Attendance rate	95.7%	Up from 95.4%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 12.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 8.0%	0.4%	0.0%
Eligible for gifted and talented	4.6%	Down from 6.2%	7.0%	10.4%
On academic plans	63.4%	N/AV	43.5%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	12.7%	Down from 16.3%	8.6%	7.5%
Older than usual for grade	2.1%	Down from 2.9%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n= 26)</b>				
Teachers with advanced degrees	46.2%	Up from 42.3%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.3%	N/A	2.6%	2.4%
Teachers with emergency or provisional certificates	4.2%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.1%	87.3%
Teacher attendance rate	96.7%	Up from 92.1%	95.0%	94.9%
Average teacher salary	\$39,700	Up 0.3%	\$42,210	\$42,485
Prof. development days/teacher	19.5 days	Up from 16.7 days	13.2 days	13.3 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 21.9 to 1	17.8 to 1	18.6 to 1
Prime instructional time	88.7%	Up from 86.2%	89.7%	89.7%
Dollars spent per pupil*	\$5,760	Up 9.0%	\$6,783	\$6,557
Percent of expenditures for teacher salaries*	63.2%	Down from 64.0%	63.7%	64.0%
Percent of expenditures for instruction*	69.5%		69.0%	69.1%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	99.0%	Up from 83.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

It was a very productive year for the entire Pageland Elementary School Community. We made many changes to our curriculum, and our staff committed themselves to continuous improvement through innovative professional development. We are very proud that eight of our teachers are enrolled in the National Board for Professional Teaching Standards Program.

Our teachers participated in a yearlong professional development series through the South Carolina Reading Initiative (SCRI). This led to the formation of small group literature circles during our language arts instructional block. As a result, the Media Center circulation quadrupled, Accelerated Reader participation increased, and the Literacy Closet was used daily.

We also concentrated on the quality of work given to our students. Grade level teachers have been immersed in a framework called Working on the Work. This framework helped us create and develop interesting, challenging, and engaging work for all students.

Pageland Elementary implemented a bold technology plan this year. We purchased Interactive SmartBoards, LCD projectors, image scanners, and laptop computers for every classroom. This innovative technology equipment keeps our students highly engaged as they explore the world through technology.

We developed an after-school enrichment program targeting students at the Basic level on the PACT. The goal was to help them progress to the Proficient and Advanced levels. Instructional assistants were trained to help struggling readers during the morning language arts block. The assistants went into the classrooms to provide small group and individual instruction to help our Below Basic children achieve at a higher level.

The PTO and School Improvement Council (SIC) were extremely supportive of our efforts this year. Our volunteer hours tripled and communication with the parents and community increased significantly.

All of our efforts concentrated on increasing student achievement for every child at Pageland Elementary School. We could not do this without the support and the dedication of our parents, teachers, district, administrators, and business partners.

Thank you to everyone for making Pageland Elementary School a great place to learn!

Jim Heffner, Principal  
Heather Martin, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	25	113	87
Percent satisfied with learning environment	80.0%	74.8%	78.3%
Percent satisfied with social and physical environment	87.5%	79.5%	75.6%
Percent satisfied with school-home relations	56.0%	81.3%	74.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.